



## **Lesson Study Protocol:**

One department member will present a planned lesson to the team that is intended to be taught within the next week. Department members will provide feedback on the proposed plan. The following week, the presenting teacher will share how the lesson went after incorporating the feedback and teaching the lesson.

1. **Pre-Work Preparation**

- a. The presenting teacher will have completed the form below before the meeting.

2. **Lesson Presentation (5 minutes)**

- a. At the meeting, the teacher will talk through the proposed lesson plan and share any intended materials.
- b. During this time. Other department members will quietly listen and take notes on observations. Wonderings, or feedback for the presenter.

3. **Questions (5 minutes)**

- a. Department members will ask the presenter any clarifying questions.
- b. Department members will ask the presenter any probing questions.

4. **Feedback (10 minutes) –How does the plan align to the APPA Way?**

- a. Department members will discuss warm feedback. One member will record the feedback in the space provided as the team talks.
- b. Department members will share cool feedback and record it in the space provided.

5. **Next Steps (10 minutes)**

- a. Collectively, the team will discuss next steps for revising the lesson before it is taught. The team will note these next steps in the space provided.
- B. Taught and observed

6. **Post-Lesson Debrief (5 minutes)**

- a. The following meeting, the presenting teacher will share how students responded to the lesson:
  - i. *What elements of the APPA Way did the lesson employ?*
  - ii. *Where on the cognitive rigor matrix were students challenged?*
  - iii. *What is the evidence of student learning?*



# Presenting Teacher Document

<b><u>Date of Lesson Study Presentation:</u></b> <b><u>Expected Date of Lesson:</u></b>	<b><u>Host Teacher:</u></b>	<b><u>Class:</u></b>
<b><u>Unit:</u></b>		
Learning Target:		
<b><u>Success Starter:</u></b>		
What strategies from the <u>APPA way</u> are included in your lesson? Where are they applied?	At what level of the cognitive rigor matrix will students during the lesson ultimately be challenged?  Bloom:  DOK:	
Describe the task: What are students being asked to do?	In what ways will students engage in student-to-student discussion?	
How is this lesson different because there are multiple teachers in the classroom?		
What evidence of learning will be collected during the lesson?	Planned Lesson Closure:	



# Department Feedback Form

<b><u>Teacher Name:</u></b> <b><u>Period and Class:</u></b>	
<b><u>Warm Feedback (Observations, Thoughts)</u></b>	<b><u>Cool Feedback or Clarifying Questions</u></b>
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b><u>Suggested Next Steps</u></b>	
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	

